



Children in Care Policy

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Date Adopted by Governors	September 2023
Scheduled Review Date	September 2024
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

Introduction

At Beacon Academy we believe that all CiC and PLAC should have access to excellent educational provision and learning opportunities. We aim to be champions and advocates for CiC and PLAC, and will take a proactive approach to support their success and achievement, recognising that we have a vital role to play in promoting children and young people's social and emotional development and enhancing life outcomes

The Children's Act places a duty to safeguard children in care, to promote their educational achievements and to ensure that they are able to "achieve to and reach their full potential". The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;
- early intervention – priority action; and
- listening to children.

The Guidance introduced two key measures:

- To ensure designated Teachers are nominated in every school
- To ensure Personal Education Plans (PEPs) are in place for all Children in Care (PEPs are not statutory for PLAC)

The Local Advisory Board is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

Roles and Responsibilities of the Designated Teacher

The Designated Teacher should:

- Be an advocate for Children in Care;
- Promote a culture of high expectations and aspirations for how looked after children learn;
- Ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible)
- Ensure that a Personal Education Plan (PEP) is completed. This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed.
- Co-ordinate support for the child in the Academy and liaise with other professionals and carers as necessary.
- Ensure that the CiC benefit directly from Pupil Premium;
- Be a source of advice for staff and members of the Local Advisory Board about differentiated teaching strategies appropriate for individual children;

- Ensure confidentiality for individual children and only share personal information on a need to know basis;
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

Designated teacher for CIC and PLAC – Charlotte Collings

Second contact for CIC and PLAC if the designated teacher is unavailable – Kim Alway

Designated Governor for CIC and PLAC – Rob Blackhall

Roles and Responsibilities of all staff

- As with all children, all staff have high aspirations and celebrate the educational and personal achievement of Children in Care;
- Ensure entry to examinations for Children in Care;
- Be familiar with the Guidance on Children in Care and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- Liaise with the Designated Teacher where a Child in Care is experiencing difficulty;

Special Educational Needs (SEND)

- Any special educational needs are quickly identified, and appropriate provision is made – early identification and action is key.
- Ensure that systems are in place to identify and prioritise when CiC and PLAC are underachieving and have early interventions to improve this.
- Contact needs to be made with the Virtual School for CIC and PLAC as soon as concerns are raised.
- If the child or young person has a statement of special educational need or EHC Plan, then ensure the annual review coincides with one of the six monthly Statutory Care Reviews / termly PEP meetings; dates can be obtained from the social worker.

Admissions and transitions

- CIC and PLAC have priority on school admission.
- Prioritise CiC and PLAC within school's own admissions procedures and admit students as quickly as possible, recognising the importance of re-establishing school stability for CiC and PLAC.
- Adhere to Cornwall Council School Admission protocol.

- Awareness of 'Placement of pupils out of their chronological year group', Cornwall Council guide.
- Ensure that on admission or transfer all relevant information is obtained at the outset.
- We will forward appropriate documents, in a timely fashion, to any receiving school at point of transition where the receiving school is made known.
- Make every effort to provide continuity of schooling and educational experience.
- CiC are not part of the Fair Access process.

Attendance

- Send weekly report to Virtual School.
- Where attendance is a problem, a first day of absence procedure needs to be established.
- Inform Education Welfare Officer / Social Worker / Virtual School if any concerns about attendance.
- Acknowledge attendance in any education meetings, celebrating success and setting realistic targets if it is a concern.
- If a child is on a protection plan, ensure Social Worker and Carer are contacted if child is absent from school.
- CiC and PLAC should not be taken out of school for holidays, only for 'exceptional circumstances'.
- There should be no unauthorised absences for CiC and PLAC.
- Safety plans to be put in place where a CiC/ PLAC is on a reduced timetable or Children Missing Education or Children Missing Out of Education (CME/CMOE).

Exclusion

- Identify any CiC who is at risk of exclusion and contact the Virtual School, Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school.
- Ensure in the case of a fixed term exclusion that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing body where appropriate and details of arrangements made to enable the excluded pupil to continue his/her education.
- Make sure in the event of any exclusion, contact is made with the Virtual School with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.

Roles and Responsibilities of the Local Advisory Board

The Local Advisory Board will:

- Ensure that admission criteria prioritise Children in Care, according to the Code of Practice on Admissions;
- Ensure all members of the Local Advisory Board are fully aware of the legal requirements and Guidance for Children in Care;
- Ensure that there is a named Designated Teacher for Children in Care; this is currently Charlotte Collings.
- For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.
- Review the effective implementation of this policy annually.
- Ensure that the Academy's other policies and procedures give children in care equal access in respect of:
 - Admission to school
 - The National Curriculum and public examinations
 - Additional educational support where this is needed
 - Extra-curricular activities

Monitoring and Review

We have a rolling programme of policy review, and this policy will be reviewed every year, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered and are embedded into both policy and practice.